

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:


MOTION PASSED AS AMENDED (15 ayes, 12 against)

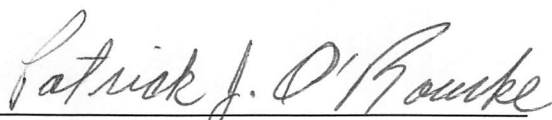
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The UAF Faculty Senate moves to establish a 14-week instructional period for the Fairbanks campus with provision for an additional examination period during each semester.

EFFECTIVE: Fall 1991

RATIONALE: The rationale for the 14 week semester was based on the discussions relative to the original motion, and reestablishes the status quo of three years ago. Feedback from the Chancellor and from students indicated the need for a separate examination period, which was not provided for in the original motion approved by the Senate and modified by the Chancellor.

 OCT 16, 1990
President, UAF Faculty Senate Date

APPROVED:  DATE 11/16/90
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

N.B. The examination period is in addition to the 14 weeks of instruction
BJR

ORIGINAL

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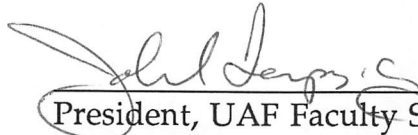
MOTION PASSED (unanimous approval)

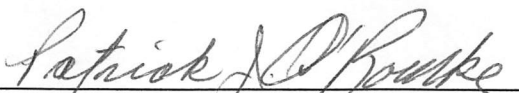
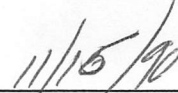
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The UAF Faculty Senate moves to request that the additional instructional days that will occur as a result of a 14-week instructional period be placed at the beginning of the fall semester and at the end of the spring semester.

EFFECTIVE: Fall 1991

RATIONALE: This will allow for a sufficient vacation period during the Christmas break.

 OCT 16, 1990
President, UAF Faculty Senate Date

APPROVED:  DATE 
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

N.B. To the extent that this is possible, it will be done. In finally balancing the calendar, there is a degree of tradeoff that is needed between the beginning and end of a semester.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)

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The UAF Faculty Senate moves to refer to Curricular Affairs the motion to amend the academic credit hour policy from a minimum of 800 minutes of instruction to a minimum of 840 minutes of instruction and to review the 50 vs. 60 minute hour options for delivery of those contact minutes.

EFFECTIVE: Immediately

RATIONALE: With an anticipated increase in the length of the semester, the University now has the opportunity to examine the issues of how much time is needed to deliver courses.



President, UAF Faculty Senate 10-16-90
Date

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED AS AMENDED (unanimous approval)

=====

The UAF Faculty Senate moves to establish the following policy defining the role and duties of the department head, and to establish the procedures for the election of department heads at the University of Alaska Fairbanks:

The following is a description of the role and duties of the department head, and procedures for the election of department heads at the University of Alaska Fairbanks. The size and composition of departments and programs are defined by each individual college and school.

I ROLE OF THE DEPARTMENT HEAD

- A. The department head is the administrative and academic officer of the department and as such has the primary responsibility and authority for: (1) leadership in developing high quality academic programs which fulfill department, college, and university objectives; (2) leadership in the implementation of college and university policies and programs at the department level; (3) leadership in developing resource requests and an appropriate departmental budget; and (4) service on the college/school executive committee.
- B. The department head is first a faculty member. The department head is primarily a teacher-scholar serving as a leader of his/her department colleagues. The department head is a role model for faculty responsibility.
- C. The department head is responsible for providing mechanisms and processes for members' participation in discussion and decision making within the department. All members of the department should be informed of these mechanisms and processes. Regular meetings should be held for purposes of communicating information, discussing issues, and making decisions on department matters.
- D. The department head is expected to communicate faculty perspectives and concerns to the administration and other segments of the community as appropriate. The department head is the primary spokesperson for the faculty of the department. The department head will also convey administration views and concerns to the faculty.

II DUTIES OF THE DEPARTMENT HEAD

The department head is responsible, either directly or by delegation, for performance of at least the specific duties enumerated below (the duties are not prioritized).

A. Academic Programs

1. Initiate, plan, oversee implementation of, and review the preparation and offering of the academic program, after appropriate involvement of members of the department and consultation with the dean.
2. Ensure interdepartmental coordination and cooperation.
3. Take leading role in ensuring academic program quality.
4. Ensure reports are prepared as needed. ^A ENSURE THAT COURSE SCHEDULES ARE PREPARED IN A TIMELY MANNER FOR
5. Ensure catalog is current.
6. Supervise departmental office and ensure that files and records are maintained.
7. Keep the dean informed of departmental and faculty activities. Act as a liaison with the University community.

B. Personnel

1. Coordinate and evaluate professional activities of all members of the department, to include providing guidance to faculty concerning expectations regarding promotion and tenure. Provide periodic evaluation of faculty performance in accordance with UAF promotion and tenure policy. ^B REQUEST & OBTAIN FACULTY ACTIVITY REPORTS AS APPROPRIATE TO THIS PROCESS. FOR
2. Provide recommendations for appointments, promotion, sabbatical leaves, tenure and release of faculty after consultation with members of the department.
3. Assign, with faculty consultation, workload in accordance with ^C UNIVERSITY, college/school policy. FOR
4. Take lead role in departmental faculty and staff recruitment and retention.
5. Provide for the management and supervision of support staff.
6. Appoint appropriate committees within the department.
7. Facilitate support for faculty teaching and research activities. + service

8. Function as spokesperson and advocate for the department, both within and outside the University community.

C. Students

1. Administer the departmental student advisement program and counsel students.
2. Recruit students in cooperation with other members of the department and the dean.
3. Act on student petitions.
4. Provide for the management of student assistants.
5. Address student concerns as appropriate.

D. Budget, Inventory, Facilities, Etc.

1. Initiate resource and budget requests with justifications.
2. Maintain fiscal control of departmental budgets.
3. Serve as a voting member of the college/school budget/executive committee.
4. Ensure upkeep of equipment and facilities assigned to the department.

III ELECTION AND TERMS OF SERVICE OF THE DEPARTMENT HEAD

A. Departments Involved

The procedures will apply to every unit that is considered a department.

B. Eligibility to Vote

All full-time faculty members holding academic rank who are affiliated with the department are eligible to vote. Visiting faculty who are in an academic rank position are eligible to vote.

C. Eligibility to be Nominated and Serve as Department Head

Only tenured members of a department who are eligible to vote are eligible to be nominated and serve as department head. Only in exceptional circumstance, where the majority of the department faculty feel that options are severely limited, should there be deviation from this policy.

D. Procedures for Elections + RATIFICATION

1. By March 15, those faculty in the department who are eligible to vote will establish a list of nominees for department head. The names of the nominees will be placed on an official secret ballot for the department and distributed from the dean's office to those faculty eligible to vote.
2. Faculty members eligible to vote but who are absent because of sabbatical leave, leave of absence, or for other official reasons will be provided with an absentee ballot.
3. Secret ballots are to be cast and the person receiving a simple majority of the votes cast will be elected. In the case of a tie which cannot be resolved by the voters, the dean shall select the department head from those faculty involved in the tie vote.
4. If no nominee receives a simple majority of the votes, a run-off election of the top two nominees shall be held immediately under the same procedures outlined above. The deadline for accepting ballots for the run-off election will be the last working day prior to April 15.
5. Official appointment of the elected department head will be made by the dean by May 15.

E. Term of Elected Department Head

A department head shall serve for a term of two years, beginning July 1, following his/her election. The department head may continue in the position indefinitely by a simple majority of the voting faculty of the department, ~~subject to~~ and the ratification of the Dean.

F. Non Ratification of Election, Grievance, Vacancies, Recall

1. In the event a dean does not ratify the department's election of a department head, the dean shall discuss the reasons in writing with the department and hold another election no later than May 1. In the event an impasse develops, final authority to appoint an acting department head for one year shall rest with the Vice Chancellor for Academic Affairs.
2. If an action of the department head is appealed by a simple majority of the eligible voting members of the department and the issue cannot be resolved within the department, the matter shall be referred to the dean for arbitration. If necessary, the dean will refer

the matter to the Vice Chancellor for Academic Affairs. (See Section F.5. for recall procedure.)

3. If the department head's position becomes vacant due to unexpected prolonged leave, illness, death, or other emergency circumstances, the dean shall appoint a department faculty member to act as department head. An election to fill this position will be held the following April 15.

(E) RESIGNATION, OFFICE

4. The department head shall appoint an acting department head whenever their absence from the department is for a period of less than two months. If this absence extends beyond two months, the procedure defined in Section F.3. above is to be followed.

5. Election of a new department head may be requested by petition to the dean signed by three-quarters of the eligible voting members of the department. After the election, the new department head will take office immediately and serve the unexpired term.

(F) or by the petition of the Dean to the department approved by 3/4 of the voting members of the department.

(E) BY THE FACULTY + RATIFICATION BY THE DEAN

G. Compensation

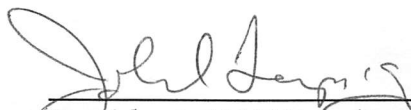
H.

Delete book

Department heads' compensation will be based upon a number of factors which include length of the department head's faculty appointment, size of the department, and the complexity of its program. In recognition of the amount of time required to perform in the service component, release time at a minimum of one course per semester, as well as a minimum of one month's additional salary, shall be provided as compensation for all department heads. In cases of larger departments or extraordinary workload, additional compensation may be necessary.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: The University has evolved considerably since the last policy and procedures for department heads was promulgated in 1971. That evolution has evidenced a need for certain amplification and clarification of the original document. In addition, a change in perspective of the document, more in consonance with the concept of faculty governance, was needed.


President, UAF Faculty Senate

10-16-90
Date

APPROVED: _____
Chancellor's Office

DATE _____

DISAPPROVED: _____
Chancellor's Office

DATE _____

APPROVED WITH MODIFICATION(S) INDICATED: Patrick J. [Signature] DATE 11/15/90
Chancellor's Office

- A. INDICATES RESPONSIBILITY FOR COURSE SCHEDULING
- B. Establishes dept. heads responsibility & authority for obtaining these reports. This has been an issue with some faculty in the past
- C. WORKLOAD must also be in accordance with University policy.
- D. Clarifies that there is ratification required by the dean.
- E. Most frequent cause of vacancy is resignation
- F. Again clarifies the ratification process & Allows Dean to initiate removal, if necessary.
- G. Allows 2 additional weeks for department & Dean to work out differences, should they occur.

- H. Deleted this section for the following reasons:
- 1. Compensation policies are set by the Board of Regents on a statewide basis. Thus, such a policy requiring dollars rather than release time would have an impact on VAA & VAS as well. Such a policy should be advanced through the General Assembly.
 - 2. There is a monetary impact caused by this section which VAF could not meet. I estimate approximately \$387.0. would be required for implementation.
 - 3. Two course releases per year plus one month's salary is excessive for some small departments.
 - 4. Requirements for paying additional salary limits future flexibility for departmental configurations due to financial considerations.

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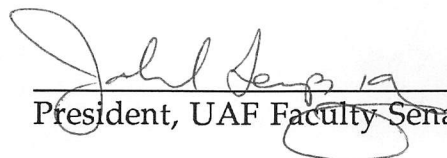
MOTION PASSED AS AMENDED (unanimous approval)

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The UAF Faculty Senate moves to postpone the deadline for course and program changes affected by the written communication guidelines for "w" classification, oral communication guidelines for "o" classification, and revisions to the degree requirements affected by implementation of the new core curriculum. These course and program changes must be submitted to the Faculty Senate no later than 5:00 p.m., Friday, November 30, 1990.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: An extension in catalog deadlines has been granted to provide additional time for preparation and approval of core-related course and program changes.

 10-16-90

President, UAF Faculty Senate Date

APPROVED:  DATE 10-22-90

Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to approve the following guidelines for oral communication intensive courses:

1. GENERAL GUIDELINES:

- a. A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.
- b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.
- c. Exceptions to these guidelines may be made by the ~~CLA Curriculum Council~~ ^{Core} because of unique circumstances in individual departments.
Committee

2. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN PUBLIC CONTEXTS:

- a. Each student must be involved in the individual preparation and delivery of at least 3 course related presentations of at least 5 minutes duration each, to an audience of at least 12 persons. **
- b. At least one presentation must involve questions from the audience and responses by the presenter.
- c. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.
- d. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.

- e. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

3. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN GROUP CONTEXTS:

- a. Each student must be involved in at least one ongoing group project or team of 5 to 8 members, with the group spanning 4 to 7 weeks duration. Group projects must be a coordinated, integrated effort by the group members, not simply 5 to 8 individual projects put together.
- b. Each student must present both an intermediate and a final presentation on an aspect of the group's work during the span of the project or team.
- c. Both presentations must be at least 5 minutes in length, must be given to an audience (e.g., the rest of the class), must be integrated with the presentation of the other group members, and must include additional time for a question and answer period.
- d. Each presentation should receive evaluation by the instructor on oral communication competency, as well as on subject mastery. In addition, the instructor should evaluate the degree of coherence in the overall presentation of the entire group. Students should receive both an individual and group grade for the presentation.
- e. Students must receive, as part of the course structure, information/instruction on how groups function most effectively, on organization of material for effective presentation, and on development and use of media and visual aids.

4. SPECIFIC GUIDELINES FOR "O" DESIGNATED COURSES EMPHASIZING ORAL COMMUNICATION IN TECHNICAL PRESENTATION CONTEXTS:

- a. Each student must be involved in the preparation and delivery either of 2 or more course related presentations of at least 20 minutes duration each or of 3 or more presentations of at least 10 minutes duration each. It is highly desirable and strongly encouraged for the benefit of the student that one of the presentations be to an audience of 12 or more. The remaining presentations need to be to an audience of 5 or more. It is also desirable that the presentation to the larger group be given in a large auditorium and involve the use of a public address system.
- b. All presentations must involve question and answer interaction with at least one assigned respondent, with questions by other audience members encouraged.

- c. In a course with 3 presentations, it is highly desirable that one of the three presentations be video-taped, either in or outside of class. Such video taped presentations need to involve at least the presenter and the respondent, and must be viewed by these individuals with the instructor present to provide feedback on oral communication effectiveness in the presentation and response.
- d. For individual presentations that relate to a common theme or project, it is highly desirable that the presentations be organized in a panel format, with a student moderator.
- e. All presentations must have a clear introduction-body-conclusion organization, appropriate to the discipline.
- f. At least one presentation must involve the development and use of appropriate visual aids, and it is desirable that all presentations do so.
- g. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- h. Students must receive, as part of the course structure, information/instruction on effective speaking, effective responding, organization of material for effective presentation, and on development and use of media and visual aids. If thematic panels are used, students should also receive instruction on panel/symposium and moderator techniques.

** Research in Speech Communication, as well as in Social Psychology, shows that in interaction with groups smaller than 10-11 persons, communicators are able to keep track of others as individual persons and to adjust their communication efforts accordingly, much as they do when interacting with only one or two others. In groups of 10-11 or more individuals, this ability rapidly diminishes, so that 12 persons is a recognized minimum audience for developing the competencies needed in public communication contexts, as opposed to those required in small group communication contexts.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: This motion will place into policy the course guidelines necessary to meet the oral intensive requirements for the core.

John Seng 10-16-90
President, UAF Faculty Senate Date

APPROVED _____ DATE _____
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED *Leticia J. Krue* DATE 10/22/90
Chancellor's Office

Please note modifications to section 1C

ORIGINAL

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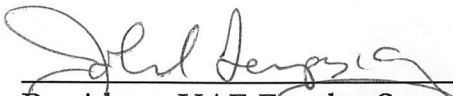
MOTION PASSED (with 1 nay)

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The UAF Faculty Senate moves to establish a core review subcommittee of Curricular Affairs which will review core courses after the courses have been reviewed by the appropriate curriculum councils. This subcommittee will replace the CLA and CNS curriculum councils in reviewing courses for oral, written, and natural science core classification.

EFFECTIVE: Upon Chancellor's Approval

RATIONALE: Such a subcommittee can ensure the appropriate discipline expertise, and is considered a more appropriate review body.

 10-16-90

President, UAF Faculty Senate Date

APPROVED:  DATE 10-22-90

Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

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RATIONALE: See program proposal

John S. S. S. S. 10-16-90
President, UAF Faculty Senate Date

APPROVED: Patricia J. O'Rourke DATE 10/25/10
Chancellor's Office

DISAPPROVED: _____ DATE _____
Chancellor's Office

APPROVED WITH MODIFICATION(S) INDICATED: _____ DATE _____
Chancellor's Office

APR 30 1990

PROPOSAL FOR MASTER OF ARTS IN NORTHERN STUDIES

final version

Dean's Office
College of Liberal Arts
University of Alaska Fairbanks

Submitted by Anne Shinkwin,
Dean, College of Liberal Arts

Fall 1989

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1. Cover Memorandum

A. NAME OF PERSON PREPARING REQUEST

Anne Shinkwin, Dean, College of Liberal Arts; Claus-M. Naske, Head, History Department; Judith Kleinfeld, Northern Studies Program

B. BRIEF STATEMENT OF THE PROPOSED PROGRAM AND ITS OBJECTIVES

The proposed Master of Arts in Northern Studies will provide graduate academic study of northern policy issues and the cultural, historical, economic, and political contexts of the circumpolar north. This graduate program will enable students who live and work in the North to benefit from the extensive northern expertise and research activities of UAF faculty in the social sciences and humanities; the rich Alaska and circumpolar collections of the UAF library and museum; and the ease of access to northern field sites created by the geographical location of the campus. The Northern Studies graduate program will stimulate scholarship and research in the underdeveloped field of Arctic social science and enable the University of Alaska Fairbanks to achieve the world class stature in the social sciences that it has already achieved in the natural sciences. The program will also provide public service to both agencies and businesses in the North through special workshops and seminars which offer both public and private sector personnel a greater understanding of the problems, policy issues, and opportunities of the Circumpolar North.

The Master of Arts in Northern Studies is a 30-credit interdisciplinary degree program which brings together the disciplines and fields of economics, history, anthropology, psychology, political science, justice, geography, and the humanities in the study of the Circumpolar North. Northern scholars in each of these areas will offer one or more graduate courses which have been developed especially for this graduate program. This interdisciplinary program will be focused and integrated through two required introductory seminars which offer 1) a broad survey of the Circumpolar North and major problem areas and policy issues 2) and introduction to social research methods and bibliographic sources important to the study of the North. Students will select four additional courses from the graduate level social sciences and humanities courses which will comprise the Northern Studies core. Students will also be able to select two or more additional courses from the Northern Studies core, northern languages, or other courses relevant to their professional specialties. A thesis or project will provide students with the opportunity either to do original research on a northern issue or to apply existing knowledge of the Circumpolar North to a problem in their professional fields.

Exploratory student surveys indicate strong demand for Northern Studies graduate courses and for a full Master's program. While many students in such fields as history, political science and geography want to pursue graduate studies focused on the Circumpolar North, the University of Alaska Fairbanks currently offers no graduate degrees in these disciplines.

The Northern Studies program will draw a diverse and distinctive group of graduate students who are committed to the North and who will shape its future. This Master's degree is a classic area studies program which offers a regional specialization to students who want to supplement a traditional disciplinary or professional degree with a deeper understanding of the northern context in which they will apply their specialized skills. In addition to traditional graduate students, the Northern Studies Master's program will attract mid-career professionals who are already engaged in work in a northern environment and who are seeking a broader perspective on immediate problem issues. The Northern Studies program will attract teachers who are teaching Alaska Studies or who want to make such subjects as history and geography more interesting and relevant to Alaska students. The program will attract the large and growing number of commissioned officers at Ft. Wainwright and Eielson Air Force Base who are seeking a Master's degree appropriate to their responsibilities to maintain military preparedness in the Circumpolar North. Specific course offerings, such as a proposed special topics course on the Soviet North, will be of great interest to private and public sector personnel in organizations increasing their relationships with the Soviet Union. The Northern Studies program will also draw graduate students in the social sciences and humanities from other universities in the Circumpolar Studies Network, such as McGill and the University of Copenhagen, who presently do not come to the University of Alaska Fairbanks due to the lack of an appropriate graduate program.

The Northern Studies graduate program will also provide important support to other graduate programs at the University of Alaska Fairbanks. Faculty in scientific and technical graduate programs emphasize that their students are well-prepared in their professional specialty but find themselves unprepared for the political and cultural problems they face when they begin work. The Northern Studies program will especially support the graduate program in Natural Resources Management where a recent curriculum review identified a major need for coursework on northern social and economic issues.

The University of Alaska Fairbanks has the opportunity to attain international stature in Northern Studies. No other Alaska institution offers a graduate program in Northern Studies. A few universities, such as the Scott Polar Research Institute in Cambridge, England and Carleton University in Canada, do offer interdisciplinary Northern Studies programs, but these programs are extremely small. The University of Alaska Fairbanks enjoys cooperative relationships with some of these programs and is establishing such relationships with others. With its large group of northern scholars from various disciplines, its potentially large group of graduate students, its geographic location in the North and its extensive library and museum resources, the University of Alaska Fairbanks has a rare opportunity to create a Northern Studies Program of great strength.

The College of Liberal Arts respectfully requests approval of the M.A. in Northern Studies outlined in the appended proposal.

11. IDENTIFICATION OF THE PROGRAM

A. DESCRIPTION OF THE PROGRAM

Program Title: Masters of Arts in Northern Studies

The proposed Master of Arts in Northern Studies is an interdisciplinary degree which brings to bear the disciplines and fields of economics, history, political science, anthropology, psychology, justice, geography, and the humanities on the study of the problems and policy issues of the Circumpolar North. It is a classic area studies degree analogous to such established area studies programs as Latin American Studies, Middle Eastern Studies, or Soviet Studies. Such programs typically bring together scholars from diverse disciplines who share an interest in a regional context. The programs generally share the goals of producing experts who have a broad knowledge of the region and a subtle and nuanced understanding of its problems and cultures. Area studies programs seek to create "problem-communities" of scholars who approach problems and policy issues either from an interdisciplinary perspective or--more commonly-- from their own disciplines but with the enriched perspective that comes from close contact with the intellectual paradigms and methods of scholars in other disciplines.

The proposed Northern Studies program focuses on the Circumpolar North. It is essential to point out, however, that "northern" studies is a conceptual construct which is intended to draw together related problems and issues; "northern" is not a limiting geographic boundary. The problems of northern regions may be illuminated, for example, by analytic comparisons with similar problems in other sparsely populated, remote, culturally diverse regions which are not in the North. As Klitgaard (1981:137) points out in an excellent review of area studies programs, scholars are increasingly emphasizing the need "to move beyond the interdisciplinary and regional hopes of the past, toward problem oriented and theoretical/comparative research that would involve other regions of the world."

In defining the geographic areas encompassed by the "North" for the purposes of defining the scope of the Northern Studies graduate program, we will follow the broad and inclusive definition of the "Arctic" proposed by the Committee on Arctic Social Sciences of the Polar Research Board (1989:8):

...the committee has deliberately transcended the geographic boundaries of the Arctic as defined in the U.S. Arctic Research and Policy Act of 1984. The committee has considered northern regions more generically since social systems are not delimited by permafrost, the tree-line, or any other specific environmental factor. Public policy research in the Arctic involves political divisions whose geographic areas extend south to include the subarctic and in some cases even more temperate zones. In general, the political units...are those that border on the Arctic Ocean, including the United States (Alaska), Canada (Yukon Territory, North-

west Territories, northern Quebec, Labrador) Greenland, Norway, Sweden, Finland, the Soviet North, and the Soviet Far East.

In short, the Northern Studies Master's program will take a broad perspective on the geographic scope of the North and will make whatever analytic comparisons with other regions are necessary to illuminate central northern problems and policy issues. Examples of such issues are the survival and well-being of indigenous peoples; resource development and environmental protection; successful and unsuccessful adaptations of northern immigrants; the economic dependency of northern communities and their narrow resource base; the psychological and social importance of the North to people outside the region; the geopolitics of the North and its strategic importance; to mention but a few.

The Northern Studies program is at the Master's level because of the policy emphasis of the program and the importance of bringing together graduate students from diverse professional backgrounds who have some professional experience with northern problems and a more mature understanding of the complexities of policy issues. The University of Alaska Fairbanks currently offers an undergraduate major in Northern Studies, which is often taken as a double major along with a disciplinary major. The undergraduate Northern Studies major, however, consists almost entirely of existing courses in such disciplines as anthropology, history, and geography and does not have the policy focus or the emphasis on research and the application of existing knowledge to policy problems central to the proposed graduate program.

We emphasize that the graduate program in Northern Studies is not an amalgamation of existing courses. The Northern Studies program consists primarily of new courses, which are integrated and complementary, and have been carefully and specifically designed by UAF faculty specifically for the Master of Arts in Northern Studies. These courses have been developed through a series of faculty discussions concerning the appropriate content and emphases for a Northern Studies graduate program, and these discussions will continue in order to maintain program focus and integration.

In designing the Northern Studies program we have been mindful of Bennet's (1951:8) caution in his critical analysis of area studies programs in American universities: "Effective area training must consist of more than a series of courses which happen to deal with a single region if the offerings are to constitute more than a paper program." The proposed Northern Studies graduate program will use several of the techniques Bennet recommends for achieving program depth and integration: a central introductory course in which many faculty and the whole student group participate, advanced seminars concentrating on research problems, a combination of the humanities and the social sciences in program design, and the inclusion of international students whose personal experiences greatly contribute to the understanding of the region.

Integration and relevance of the Northern Studies program will further be achieved by creating a council of faculty who participate in the Northern Studies program and meet regularly to review courses and discuss program directions.

1. ADMISSIONS REQUIREMENTS

The Northern Studies Master's program follows general university requirements for admission to graduate study--a Bachelor's degree from an accredited institution with at least a 3.0 (B) average in the major. A statement of goals and three letters of recommendation are also required.

International students will be actively recruited, especially students from other circumpolar nations. UAF requirements for admission of foreign students will be followed, including the requirement for a score of 550 or above on the TOEFL.

Our preliminary surveys indicate heavier student demand for the program than our faculty can accommodate. The Northern Studies program will establish a faculty council, comprised of all faculty teaching graduate courses in the program and other faculty with a strong interest in the program. The faculty council of the Northern Studies program will establish other selection standards, such as commitment to the North, capacity for original research, and ability to pursue research with faculty, among other criteria, and will establish priorities for student admission.

2. COURSE DESCRIPTIONS

The Northern Studies Master's Program will offer eleven new courses drawn from different departments in the College of Liberal Arts (CLA), from the economics department of the School of Management, and from the Psychology Department in the Rural College (proposals attached.) Students will also be able to select elective courses from existing university courses.

Students will be especially encouraged to study a northern language, taking advantage of the unique instruction offered by the University of Alaska Fairbanks in indigenous Native languages (Yup'ik, Inupiaq, Athabaskan) and in the languages spoken in other northern countries (Russian, Danish, and French). A northern language may be required as part of the Graduate Study Plan.

The courses accompanying this proposal represent the essential core of a Northern Studies Master's program in the social sciences and humanities. As the program develops, the College of Liberal Arts will supplement these courses with additional offerings which are not included in the present proposal. As an example, Professor Richard Pierce, an internationally known scholar specializing in the history of the Russian American period, has offered to teach advanced courses in Russian American as the number of graduate students in Northern Studies increases. Dr. Carol Gold has expressed interest in teaching courses related to her Scandinavian scholarship. Dr. Kolf Jayaweera, Dean of the College of Natural Sciences, has offered to support one or two scientific courses in Northern Studies designed to have broad appeal to students drawn from the social

Northern Studies Master's Program

Three Year Instruction Cycle

Course Number	Course Title	No. Cr. Hrs	Con- tract Hrs	G I V E N	Est. No. Stu.	1991-1992 1992-1993 1993-1994								Responsible Faculty
						Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
NS 600	Perspectives on the North	3			20-30	X		X		X				Cole/Cornwall
NS 601	Resource Methods and Sources in the North	3			20-30	X		X		X				Kleinfeld/Falk
NS 610	Northern Indigenous People and Contemp. Issues	3			20-30	X				X				Ellama
NS 615	Human Adaptation to the Circumpolar North	3			20-30		X				X			Kleinfeld
NS 620	Images of the North	3			20-30	X				X				Ruppert
NS 630	Economic Issues of the Circumpolar North	3			15-20		X		(ADW) X				X	Read
NS 637	Geography of Northern Development	3			20-30			X						Pearson
NS 650	Comparative Government and Politics in the Cir. North	3			20-30				X					McBeath/Gladden
NS 651	Justice and Social Control in the Circumpolar North	3			20-30			X						Marenin
NS 652	International Relations of the North	3			20-30				X					Cottam
NS 690	Researching and Writing Public Northern History	3			10-15		X		X				X	Neske
NS 693	Special Topics: Soviet North Today	3				X								Fischer
NS 698/699	Project/Thesis	6-12				X	X	X	X	X	X		X	Northern Studies Program Coord.

sciences, humanities, and natural sciences.

The College of Liberal Arts will also offer special topics courses in areas of current interest or which take advantage of the expertise of visiting faculty from other northern regions. During the 1990-91 year, Professor Victor Fischer, the University of Alaska's Director of Soviet Relations, has offered to teach a special topics course on the Soviet North ("The Soviet North Today"--appended) which will feature experts from the Soviet Union who are visiting Alaska.

The College of Liberal Arts has also developed a cooperative relationship in Northern Studies with the Institute of Social and Economic Research (ISER) at the School of Public Affairs, University of Alaska Anchorage (see attached letter of support.) This agreement enables the College of Liberal Arts to draw upon ISER faculty with special expertise in issues of northern economics and public policy analysis for course offerings and for northern studies graduate students to use the resources of the Arctic Environmental Information and Data Center in Anchorage. The School of Public Affairs in Anchorage does not offer a northern studies program and the proposed UAF program, as we later discuss, does not in any way duplicate UAA's Master's in Public Administration.

From time to time, CLA will offer seminars or special lectures in northern problem and policy areas available both to traditional graduate students and to personnel in public agencies or in the private sector. As will be later discussed in this proposal, several agencies and major businesses in the North--such as the Department of Commerce and Economic Development, Alaska Airlines, Alyeska, and Alascom--have expressed considerable interest in seminars and other special programs on northern policy issues.

Northern Studies graduate students will be able to enroll in courses in other universities in the Circumpolar Studies Network, a consortium of UAF, McGill University, the University of Copenhagen and other affiliated institutions in Denmark and Greenland. UAF is currently developing student exchange programs with universities in the Soviet Union and these exchange opportunities will also be available to Northern Studies graduate students. Considerable emphasis will also be placed on a) faculty exchanges with other northern universities, b) recruiting international students from other countries in the Circumpolar North and c) attracting northern indigenous people. for example, Dr. Michael Krauss, Director of the Alaska Native Language Center, is interested in the proposed Northern Studies program as a potential graduate program for Native students with expertise in indigenous languages who might work with the Alaska Native Language Center.

As we developed this proposal, the inclusion of a natural science emphasis became a recurrent concern. The first draft of the present proposal did not include this emphasis. When this first draft was sent to outside reviewers (please refer to attached letters), the issue was brought up. Northern Studies faculty met with the Program Review subcommittee of the Graduate Council on April 6, 1990 and reviewed this issue. We identified three options:

- 1) adding an additional science course to the Northern Studies requirements
- 2) requiring Northern Studies students to select a northern science course from existing UAF scientific offerings.
- 3) adding substantial scientific content to two courses: the required introductory course, Northern Studies 600, Perspectives on the North, and the core course Northern Studies 637, Geography of Northern Development.

After considerable discussion, members of the Program Review subcommittee and Northern Studies faculty reached the consensus that the third option was preferable. To add an additional science course to Northern Studies requirements (a "northern science course for non-scientists") was not viewed as an efficient use of UAF scientific resources. Further, its breadth would make it likely that the course would degenerate into a series of guest lectures. To require Northern Studies students to take an existing northern studies course was not seen as a practical alternative because many students would not have the scientific background required for graduate scientific study. Students who do have such background, however, will be urged to take advantage of UAF graduate level northern scientific offerings.

The third option, integrating scientific content into both the basic required course and a course within the Northern Studies core, has the advantage of creating a strong conceptual link between the natural and social science content and thus strengthening the interdisciplinary nature of the program. The present proposal, currently undergoing Graduate Council review, has been re-written in accordance with this approach and the course outlines of NS 600 and NS 637 have been substantially altered to include natural science content.

3. REQUIREMENTS FOR THE DEGREE

The Master of Arts in Northern Studies is a 30-credit degree program requiring a project or a thesis. At least 18 credits of coursework and 6 credits of project/thesis must be at the graduate level. Candidates must pass a comprehensive written examination which demonstrates broad knowledge of the northern context and the ability to analyze northern problems and policy issues with subtlety and depth.

Students must enroll in the required two introductory seminars:

Northern Studies 600	Perspectives on the North.....	3 credits
Northern Studies 601	Research Methods and Sources in the North.....	3 credits

Students must choose four courses from the following nine courses in the Northern Studies program core:

Northern Studies 610	Northern Indigenous People and Contemporary Issues.....3 credits
Northern Studies 615	Human Adaptation to the Circumpolar North.....3 credits
Northern Studies 620	Images of the North.....3 credits
Northern Studies 630	Economic Issues of the Circumpolar North.....3 credits
Northern Studies 637	Geography of Northern Development.....3 credits
Northern Studies 650	Comparative Government and Politics in the Circumpolar North.....3 credits
Northern Studies 651	Justice and Social Control in the Circumpolar North.....3 credits
Northern Studies 652	International Relations of the North..3 credits
Northern Studies 690	Researching and Writing Public Northern History.....3 credits

In addition to the four required courses from the Northern Studies core, students will choose two additional electives with the approval of the graduate advisory committee. Substantive courses on northern history (e.g. Twentieth Century Circumpolar History HIST 384; Polar Exploration and its Literature HIST 380) and in the Humanities (e.g. Literature Alaska and the Yukon Territory ENGL 350; Contemporary Native American Literature ENGL 340) are already available on the undergraduate level, and Master's students may incorporate up to six hours of undergraduate courses in their graduate programs. Students might also choose two additional electives from the Northern Studies core or from courses related to their professional specialties. Northern scientific courses, as previously explained, will be strongly recommended as electives.

Depending on the goals of the student, a specific foreign language and/or research tool may be required. If a person is doing research involving Scandinavian or Alaska Native cultures, then a language competency will be built in. If foreign language competency relevant to the student's topic is required, this requirement will become part of the Graduate Study Plan with competency determined by the Department of Foreign Languages and Literature. In order to conduct significant research, it may be necessary for the student to be familiar with one or more of the following languages: Russian, Danish, French, and Native languages such as Yup'ik and Inupiaq.

Each student's graduate advisory committee will be interdisciplinary and drawn from northern specialists at UAF who may or may not be teaching in the Northern Studies program. At least one member of the graduate advisory committee will represent the discipline most closely associated with the candidate's project

or thesis area.

Candidates for a Master's degree in Northern Studies must also complete a project or thesis:

Northern Studies 698 Project OR.....	6 credits
Northern Studies 699 Thesis.....	6-12 credits

A substantial project or thesis is expected. Such projects or thesis will draw from interdisciplinary sources. We expect that northern policy issues, analyzed from a variety of disciplinary perspectives, will be major subjects of Northern Studies masters projects.

Students will be required to make a public presentation of their thesis or project work in a special seminar. In addition, Northern Studies faculty will, if funds permit, publish students' master's thesis in a "Northern Policy Issues" paper series, sponsored by the Northern Studies program.

Occasionally, Special Topics courses will be offered. For example, in the 1991-92 year we will be offering:

Northern Studies 693	Soviet North Today.....	3 credits
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Sample MA Program in Northern Studies

A sample course of study for the Master of Arts in Northern Studies might consist of:

Northern Studies 600	Perspectives on the North.....	3 credits
Northern Studies 601	Research Methods and Sources in the North.....	3 credits
Northern Studies 610	Northern Indigenous Peoples and Contemporary Issues.....	3 credits
Northern Studies 615	Human Adaptation to the Circumpolar North.....	3 credits
Northern Studies 620	Images of the North.....	3 credits
Northern Studies 637	Geography of Northern Development.....	3 credits
Northern Studies 693	Soviet North Today.....	3 credits
Psychology 620	Treatment of Drug and Alcohol Dependency.....	3 credits
Northern Studies 699	Thesis Topic: A Comparison of Policies Toward Alcoholism Prevention and Treatment in Alaska and Novosibirsk, USSR.....	6 credits

Three Year Cycle of Course Offerings

The graduate program will be offered on a two-year cycle to use scarce resources most effectively. Thus, a minimum of seven graduate courses in Northern Studies would be offered each academic year. Courses will be offered more frequently if resources permit. This cycle of course offerings enables Northern Studies graduate students to maintain full time graduate student status (9 credits per semester) during the two years necessary to complete the Northern Studies degree. In exceptional cases, a student would be able to complete the Northern Studies degree in an academic year and a summer.

B. PROGRAM GOALS

The goals of the Northern Studies Program are:

Teaching

1. To develop knowledge of the physical features, populations, history, political and institutional structures, and social and cultural environments of circumpolar northern regions.
2. To develop the capacity to identify and analyze with subtlety and depth the central problems and policy issues confronting circumpolar northern regions and to place local problems and policy issues within a larger conceptual and analytic framework.
3. To develop the ability to identify alternative policy choices and different strategies relevant to recurring northern problems and to assess possible short and long term effects.

Research

4. To increase the amount and quality of research in the Arctic social sciences and humanities.
5. To create communities of scholars and graduate students interested in the central human problems of the Circumpolar North.

Public Service

6. To make a graduate program available to personnel in northern agencies and businesses and to interested citizens who live and work in the North; seminars, workshops, and short courses on northern issues of broad interest and policy significance will also be offered as part of the program.
7. To bring to the university community and to Alaska the experience and perspectives of scholars and students from other areas of the Circumpolar North.

We will evaluate the achievement of these goals through a) the number of students attracted to the Master's program and to its course offerings, b) the number of students retained in the program, c) the number and quality of research projects and publications linked to faculty work in the Northern Studies program, d) the availability of special workshops provided to the public and private sectors on northern issues, and d) the number of faculty and students from other northern countries brought to UAF through the Northern Studies program.

2. RELATIONSHIP OF PROGRAM OBJECTIVES TO "PURPOSES OF THE UNIVERSITY"

The proposed Master of Arts program in Northern Studies is highly relevant to the central purposes of the University of Alaska Fairbanks. As Luis Proenza, Vice Chancellor for Research and Dean of the Graduate School, points out in his introductory letter in the University of Alaska Fairbanks 1988-90 Graduate Catalog:

We are an exceptional institution in areas related to our unique location. The expertise of our scientists and scholars is anchored along the northern edge of the Pacific Rim and extends around the Circumpolar North. We serve not only as the University for Alaska but also as the Arctic institution for the United States and as America's "University of the North."

The mission statement of the University of Alaska Fairbanks emphasizes the importance of programs centered on the study of the Circumpolar North: "The University seeks to use its particular location in the North as a natural laboratory for the study of questions and issues, whose solutions are not only applicable to Alaskan problems but to a broader understanding of our global community."

111. PERSONNEL DIRECTLY INVOLVED WITH THE PROGRAM

The Northern Studies program will be administratively housed in the CLA within either the justice/political science department or the history department, but its faculty governance committee will consist of all faculty teaching Northern Studies courses. The faculty governance committee will make the final decision about the program's departmental base.

The following faculty will teach Northern Studies courses. In addition, many other faculty in the College of Liberal Arts and in other colleges and schools at UAF will be involved in the Northern Studies program as members of graduate committees. The Northern Studies Program especially plans to draw upon Rasmuson Library faculty with special expertise in the Alaska and Polar Regions collections and in oral history in assisting with the supervision of Master's theses and research projects.

Faculty Teaching Northern Studies Courses

Anthropology:

Linda Ellanna-----Associate Professor of Anthropology, Ph.D. University
of Connecticut

Economics:

Colin Read-----Assistant Professor of Economics, Ph.D. Queen's
University

Geography:

Roger Pearson-----Associate Professor of Geography, Ph.D. University of
Illinois

History:

Terrence Cole-----Assistant Professor of History, Ph.D. University of
Washington

Peter Cornwall-----Associate Professor of History, Ph.D. University
of Michigan

Claus-M. Naske-----Professor of History, Ph.D. Washington State University

Humanities:

James Ruppert-----Assistant Professor of Alaska Native Studies and
English, Ph.D. University of New Mexico

Library:

Marvin Falk-----Associate Professor of Library Science, Ph.D. University
of Iowa

Political Science:

Martha Cottam-----Associate Professor of Political Science, Ph.D.
University of California Los Angeles

Jim Gladden-----Assistant Professor of Political Science, Ph.D.
Indiana University Bloomington

Otwin Marenin-----Associate Professor of Political Science, Ph.D.
University of California Los Angeles

Gerald A. McBeath-----Professor of Political Science, Ph.D. University
of California Berkeley

Psychology:

Judith Kleinfeld-----Professor of Psychology, Ed.D. Harvard Graduate
School of Education

In addition, the following CLA faculty have substantial northern expertise and may serve, as their time and interest permit, on graduate advisory committees or help supervise research and master's projects:

Alaska Native Language Program:

Steven Jacobson, Associate Professor of Yupik Eskimo, M.A. University of California Berkeley

Lawrence Kaplan, Associate Professor of Linguistics, Ph.D. University of California San Diego

Michael Krauss, Professor of Linguistics and Director of Alaska Native Language Center, Ph.D. Harvard University

Jeffrey Leer, Instructor of Alaska Native Languages, M.A. University of Chicago

Alaska Native Studies:

Michael F. Gaffney, Associate Professor of Alaska Native Studies, Ph.D. University of California Los Angeles

Ramona Soza, Assistant Professor of Alaska Native Studies, Ph.D. University of Washington and J.D. University of Washington

Anthropology:

Lydia Black, Professor of Anthropology, Ph.D. University of Massachusetts, Amherst

Richard Jordan, Professor of Anthropology, Ph.D. University of Minnesota

Roger Powers, Associate Professor of Anthropology, Ph.D. University of Wisconsin

G. Richard Scott, Professor of Anthropology, Ph.D. Arizona State University Tempe

Anne Shinkwin, Professor of Anthropology, Ph.D. University of Wisconsin

Art:

Glen Simpson, Professor of Art, M.F.A. Rochester Institute of Technology

Kesler Woodward, Associate Professor of Art, M.F.A. Idaho State University

Cross-Cultural Communications and Linguistics:

Charlotte Basham, Assistant Professor of Anthropology and Cross Cultural Communications, Ph.D. University of Michigan

Patricia Kwachka, Associate Professor of Anthropology, Ph.D. University of Florida, Gainesville

Phyllis Morrow, Assistant Professor of Anthropology and Cross-Cultural Communications, Ph.D. Cornell University

English:

Michael Schuldiner, Associate Professor of English, Ph.D. Kent State University

Cynthia Walker, Associate Professor of English, Ph.D. Purdue University

Foreign Languages and Literatures:

Wolf Hollerbach, Professor Emeritus of French and Spanish, Ph.D. University of Rennes

Serge Lecomte, Associate Professor of Russian, Ph.D. Vanderbilt University

Tamara Lincoln, Associate Professor of Library Science and Affiliate Associate Professor of Russian, M.L.S. Northern Illinois University

Vincent Pelletier, Assistant Professor of French and Spanish, Ph.D. University of Wisconsin-Madison

Anne-Grethe Lehmann-Routley, Visiting Assistant Professor of Danish, Cand. Mag. University of Copenhagen

History:

Carol Gold, Associate Professor of History, Ph.D. University of Wisconsin

Richard Pierce, Professor of History, Ph.D. University of California Berkeley

Journalism and Broadcasting:

Jerry Brigham, Associate Professor of Broadcasting, M.F.A. University of Oklahoma

Claudia Clark, Assistant Professor of Broadcasting, M.Ed. Montana State University

Lael Morgan, Assistant Professor of Broadcasting, M.A. Boston University College of Communications

Bruce Smith, Assistant Professor of Broadcasting, M.B.A. Murray State University

Alisa White, Assistant Professor of Broadcasting, M.S. University of Tennessee
Justice:

Gary Copus, Associate Professor of Criminal Justice, Ph.D. University of Missouri
KUAC-FM and TV:

Mark Badger, Director of Productions (currently studying for a M.Phil. in Polar Studies at the Scott Polar Research Institute)

Library Sciences:

Marvin Falk, Associate Professor of Library Science, Ph.D. University of Iowa

David Hales, Associate Professor of Library Science, M.A. University of Pennsylvania

William Schneider, Associate Professor of Library Science, Director of Oral History Program, Ph.D. Bryn Mawr College

Philosophy:

Rudolph Krejci, Professor of Philosophy, Ph.D. Leopold Franzen University

A. ADMINISTRATIVE AND COORDINATING PERSONNEL

The Northern Studies graduate program will be administered by Dr. Claus-M. Naske and Dr. Judith Kleinfeld, under the direction of Dean Anne Shinkwin, College of Liberal Arts.

B. CLASSIFIED PERSONNEL

Secretarial support for the Northern Studies program will be provided by Jo Ann Wyman, Personal Secretary, Dean's Office, College of Liberal Arts.

IV. ENROLLMENT INFORMATION

We expect to admit between 15 and 20 Master's degree students each academic year. Teaching assistantships will provide graduate students support and will provide graduate students with instructional opportunities to assist faculty with large undergraduate courses on the North.

In addition, we expect Northern Studies courses to draw a variety of non-degree seeking students, such as teachers seeking recency credits in disciplines relevant to Alaska Studies and graduate students from other programs. The importance of the Northern Studies graduate program as a support for other graduate programs at UAF is detailed below. We expect to close graduate classes

at 30 students in order to create the opportunities for student discussion and analysis important in graduate work. Advanced seminars with a research emphasis, such as NS 690, will be limited to 10-15 students.

V. NEED FOR PROGRAM

A. STRONG STUDENT INTEREST IN NORTHERN STUDIES

In order to explore potential student interest in a Northern Studies Master's program, a short survey was given to students currently (Fall 1989) enrolled in History 384, "Twentieth Century Circumpolar History." (Survey details may be found in appended material to this proposal.) Since this course focuses on northern history and is offered in the evening, the course might attract the kinds of students who would be interested in graduate work in Northern Studies. It should be emphasized, however, that no special efforts were made to recruit or even make post-baccalaureate students aware of this course, so the course size (30 students) does not give a reasonable index of the potential size of the market for Northern Studies.

Of the 27 students attending class on September 19, 1989, 85 percent (23 students) expressed interest in taking graduate level courses in Northern Studies and 67 percent (13 students) expressed interest in a full Master's program in Northern Studies. Many students emphasized their serious interest in the Circumpolar North:

" I am very interested in comparisons and relations between Alaska and Siberia."

"Defense interests in Alaska need qualified officers that understand arctic conditions and history. Many members of the defense community are ignorant of the uniqueness of the North."

In order to explore student interest further, this short survey was also given to students currently enrolled in Geography 402, "Culture and Environment," a course that also might be expected to draw students with northern interests. Of the 15 students present during the September 27, 1989 class meeting, 93 percent (14 students) expressed strong interest in taking graduate level courses in Northern Studies and 73 percent (11 students) expressed interest in a full Master's program in Northern Studies.

By far the largest number of students in both courses preferred coursework in the evening and daytime of the academic year rather than in the summer months.

We deliberately surveyed students in two courses which might be expected to draw students with an interest in Northern Studies since we were interested in the total number of students who might wish to take Northern Studies courses. These survey results suggest intense student interest in a graduate program in Northern Studies.

Consistent with these surveys results are inquiries students make about Northern Studies graduate work. Dr. Claus-M. Naske, Head of the History Department, states that he receives an average of three or four inquiries a year from students interested in coming to UAF for a Northern Studies graduate program.

B. REQUIRED FOR OTHER PROGRAMS

A Northern Studies Master's program will provide coursework important to the support of other UAF graduate programs, especially in land and resource management, the natural sciences, education, and engineering. When we inquired about the usefulness of northern studies courses in supporting other graduate programs, we received a similar message: Graduates in scientific and technical programs may be well prepared in their disciplinary programs. But when they begin professional work, they find that the vast majority of their time is spent dealing with political, legal, or cultural problems in which their professional specialty is embedded. Many graduates say that their professional training did not prepare them for the larger policy and agency context in which they are working. The graduate program faculty we have interviewed see Northern Studies coursework as offering their graduate students an understanding of the political, legal, economic, social, and cultural context of the North that would broaden students' frame of reference and make them more effective professionals in their specialties.

We summarize below interviews with faculty of other graduate programs at UAF and their projections as to the numbers of students who would be likely to take courses in a Northern Studies program.

We particularly draw attention to the importance of the Northern Studies graduate program for the M.S. degree in Natural Resource Management. The School of Agriculture and Land Resources Management has recently undergone a major curriculum review of its graduate program. A central recommendation emerging from this review is the importance of new graduate coursework in the social and economic contexts of the North. By offering just this type of coursework, the proposed program in Northern Studies will fill important curriculum needs for the School of Agriculture and Land Resources Management.

Anthropology--Interview with Richard Jordan, Department Head, October 1989

The Anthropology Department has approximately 25 graduate students each year. Coursework in Northern Studies would provide these students with courses in northern economics, geography, and the northern political environment important to their professional work.

English--Interview with Russ Tabbert, Associate Professor in English and Faculty Member in the Professional Writing Program

The Professional Writing Program is just starting and admits 5-6 students each year. Since these students are primarily local residents whose professional writing is likely to concern northern issues, they might well find graduate work in Northern Studies or professional importance.

Biology --Interview with Ron Smith, Professor of Biology; Fred Dean, Professor of Biology, October 1989

Biology students would benefit from general coursework in Northern Studies, especially courses in the area of political science. Professor Dean would see 2-3 students each year enrolling in such courses and additional students enrolling if the courses proved worthwhile.

Wildlife Management--Interview with David Klein, Unit Leader of the Alaska Cooperative Wildlife Research Unit, October 1989

The wildlife program has about 20 graduate students. About 3-4 each year might elect a graduate course in Northern Studies and more if the courses proved appropriate.

Education, Interviews with Bill Parrett, Coordinator of M.Ed. Degree with specialization in Curriculum and Instruction; Karen Noordhoff, Director, Teachers for Alaska Program, October, 1989

The M.Ed. graduate programs are swamped with applicants and the graduate committee has been turning students away. The Teachers for Alaska program is a graduate level teacher certification program which combines teacher preparation with graduate level study in order to prepare highly qualified teachers for Alaska schools. The program is experiencing difficulty getting its students admitted to the M.Ed. program, due to the pressure of numbers, and sees a Northern Studies graduate program as offering highly relevant preparation for teachers who are planning to work in the North. About 15-20 students are admitted to this program each year.

M.Ed. students in the Curriculum and Instruction specialty select at least five courses in their curriculum area and would find courses in Northern Studies of great relevance to teaching in Alaska schools. About 20 students are admitted each year to this area of specialization. Since few graduate level courses are offered by the Rural College during the academic year, the Northern Studies graduate program would be of great benefit to its graduate students.

Engineering, Interviews with Vincent S. Haneman, Dean, School of Engineering; John Zarling, Associate Dean, School of Engineering; Larry Bennett, Head, Department of Engineering and Science Management, October 1989

Engineering faculty expressed especially strong interest in Northern Studies courses for engineering graduate students and said that this need had been discussed for a long time. The engineering program enrolls between 50-60 graduate students and many have strong interests in the North as indicated by the large enrollment (45 students) in the course offered in arctic engineering. A Northern Studies program would also be important to engineering undergraduate students who might want to take a graduate course to fulfill a social sciences requirement.

Fisheries, Interviews with Bill Reeburgh, Program Head and Professor, Marine Sciences and Limnology; Jim Reynolds, Unit Leader, Alaska Cooperative Fishery Research Unit, October 1989

The School of Fisheries and Ocean Science enrolls 30-40 students each year. Students are becoming more expansive about course selections and there might well be interest in Northern Studies courses. About 3-4 students might enroll in such courses each year and more if student feedback was positive.

Economics, Interview with Michael Rice, Dean, School of Management, October 1989

Northern Studies courses would be a supportive elective for economics graduate students, who number about 10 students.

Natural Resources Management, Interviews with Jim Drew, Dean of School of Agriculture and Land Resources Management; Carol Lewis, Acting Dean; Tom Gallagher, Assistant Professor, Division of Resources Management and Head of Curriculum Review Committee, October 1989

A major curriculum review indicated the need for coursework which helps graduate students understand the political, cultural, and economic context of land management in the North. Their graduates don't understand problems like holding a public meeting and no one showing up. Most of their graduates work in public agencies where their work is closely connected to northern policy issues, not only technical questions of resource management.

The program enrolls 20-30 graduate students and efforts to recruit more students are proving successful. The Northern Studies graduate coursework would fulfill a central need that their Curriculum Review committee has identified.

C. EMPLOYMENT MARKET NEEDS

The Master's degree in Northern Studies will be attractive to northern agencies seeking personnel with broad graduate level preparation rather than a technical specialty. For example, the Division of Subsistence of the Alaska Department of Fish and Game has indicated that it employs people from a wide variety of fields--recreation, wildlife, planning--and a Northern Studies graduate degree would be highly relevant preparation, especially if the degree had a policy focus. In addition, the Northern Studies graduate program would appeal to mid-career professionals and agency personnel moving to positions which require a broader policy perspective rather than a technical orientation.

Area studies programs, such as Northern Studies, typically enroll students who pursue area studies in combination with a traditional professional or disciplinary specialization. The area studies concentration provides students with contextual knowledge of a region which makes them more attractive to agencies and industries which focus on this region. Some graduate students would enroll in a Northern Studies program at the Master's level as a supplement to a professional degree or a disciplinary specialization.

The Northern Studies graduate program will have special appeal to two occupational groups: Alaskan teachers and military officers at Ft. Wainwright and Eielson Air Force Base. For these students, the program will offer a stand-alone degree.

Teachers in the Fairbanks schools and teachers in other areas in Alaska have strong interest in making their teaching relevant to the northern context in which their students live. Many teachers are responsible for courses in Alaska Studies or Native Studies. Teachers of such subjects as history, geography, and literature are also aware of the importance of emphasizing northern and Native issues in their classrooms.

In order to maintain their teacher certification, Alaska teachers must obtain recency credits and Northern Studies courses would provide highly useful coursework. In addition, many teachers seek a Master's degree because of the greatly increased pay ceiling. In the Fairbanks schools, for example, a teacher with a Bachelor's degree has a maximum salary level of \$36,312 a year while a teacher with a Master's degree has a minimum salary level of \$46,519 with additional increases dependent on more graduate course work.

While some teachers prefer Master's degrees in education, others prefer a subject-oriented Master's degree. In addition, the graduate program in education at the Rural College is experiencing such strong demand that the program is increasingly forced to turn teachers away. The intrinsic interest of a Northern Studies program, economic and certification pressures, and the limited openings in graduate education programs in Fairbanks will create strong demand for a Northern Studies graduate degree among Alaskan teachers.

Our interviews with University of Alaska personnel who work with military programs (Lt. Col. John Hite, Military Science; Bud Rager, Coordinator, Ft. Wainwright, Eielson, Moose Creek Centers) indicate that the Northern Studies graduate program is likely to expect strong demand from commissioned officers at Ft. Wainwright and Eielson Air Force Base. The arrival of the Sixth Infantry Division (Light) in Fairbanks in the summer of 1990 will substantially increase this demand. Commissioned officers are the primary group arriving with the Sixth Infantry Division (Light), and officers are the major market for degrees. Promotion is highly dependent on obtaining such degrees. A Northern Studies program would be quite relevant to military needs because the Air Force and Army in their northern commands emphasize northern geopolitics and military preparedness in the North.

D. STRONG PRIVATE SECTOR AND PUBLIC AGENCY INTEREST

A Northern Studies program would be valuable for many employees in northern businesses and agencies. Such work would provide a broader perspective on the particular problems facing local and state organizations and would identify a greater range of options for dealing with these problems. The expansion of business and agency contracts in the Soviet North is one example of a development which has created great interest in a Northern Studies course on the Soviet North. Organizations which have employees in rural Alaska, such as Alascom, have

told us that they experience difficulties in cross-cultural communication and would welcome coursework which would help their employees become more aware of the bases of these communication difficulties and ways to alleviate them.

In the course of preparing this proposal, we have contacted a number of major businesses and public agencies to assess potential interest in a Northern Studies program. Most have expressed substantial interest and said that they had already discussed such needs. A few volunteered that they would favorably entertain a request for financial support. Typically, the business or agency has wanted to "get together your people and our people and sit down and talk about how to go about it." As these discussions develop, we expect that a number of workshops and seminars will develop, for example, seminars on the Soviet North and economic patterns throughout the Circumpolar North. Such short courses can simultaneously meet agency and business needs and offer one-credit courses for graduate students in Northern Studies. Joint workshops with practicing professionals in businesses and agencies would greatly enrich the issues and viewpoints that Northern Studies graduate students are exposed to.

We list below a few of the businesses and agencies that have expressed interest in pursuing education in Northern Studies:

Tom Jensen, ALASCOM

Elizabeth Andrews, Subsistence Division, Alaska Dept. of Fish and Game

Mack McCoy, ALYESKA

Jack Quillan, British Petroleum

Jane Angvik, Department of Commerce and Economic Development

Frank Turpin, Alaska Railroad

Diane Wada, Telephone Utilities of Alaska

Judy Sage, KIMO Television

The Northern Studies program offers the university an opportunity to increase its services to the private and public sectors and to shape the future development of Alaska.

VI. OTHER JUSTIFYING INFORMATION

The University of Alaska Fairbanks can achieve preeminence in northern social sciences and humanities, capturing the stature in these fields that it already has in the natural sciences. Of foremost importance is the increasing strength of the College of Liberal Arts in Northern Studies and its growing international reputation. In the last five years, this College has increased the number of faculty with expertise and interests in northern issues in order to position UAF as the lead institution in the world in Arctic Social Science and Humanities.

The History Department has added two political scientists developing northern specialties, and Justice faculty are increasing this program's emphasis on justice in the rural northern context. The English and Alaska Native Studies Departments have added two faculty with interests in Alaska Native literature, frontier literature, and law; while the Anthropology/CCC Departments have added one new faculty. The Anthropology Department established a doctoral program in 1989-90 which emphasizes contemporary Alaska Native studies and Alaska archaeology and ethnology.

The Alaska Native Language Center, under the leadership of Dr. Michael Krauss, is well-known as a center for research and documentation of indigenous Native languages. The research and archival collections contain about 7,000 items--almost everything written in or about Native languages. The Center has developed materials on Native languages both for scholarly and educational purposes, such as story collections, histories, geographies, dictionaries, and grammars. Most recently the Alaska Native Language Center produced a Siberian Yupik translation of an agreement between the United States and the Soviet Union. The Alaska Native Language Center also offers regular instruction in Yupik, Inupiaq, and Koyukon Athabaskan and occasional instruction in other languages, such as Siberian Yupik.

Rasmuson Library continues to increase its Alaska and Polar Regions collections which include the Alaska Collection, oral history materials, rare northern maps, books, and photographs of great scholarly interest. The library buys intensively in northern areas and currently estimates its collections include 50,000 volumes on northern subjects. About 4,000 additional volumes on the North are purchased each year. Rasmuson Library maintains a strong circumpolar focus as well as maintaining the central collection on the Alaskan North. Library collections include about 6,000 volumes on Northern Canada, 4,000-5,000 volumes on Siberia and the Soviet Union, 2,000 volumes on Greenland and about 1,500 volumes on the Scandinavian countries.

The College of Liberal Arts is sponsoring institutes, lecture series, and major international conferences on northern issues. During the summers of 1988 and 1989, an Institute of Circumpolar Studies was held on the Fairbanks campus which brought together students and scholars in Northern Studies from Alaska, Canada, and Finland. The College sponsors the Alaska Living History Series and other lectures on northern issues which bring to the Fairbanks campus important public figures, scholars, and policymakers from Alaska, Canada, and the Soviet Union. The Nordic House has become a center for visiting northern artists and scholars from different northern countries who offer special performances, lecturers, and seminars.

The College of Liberal Arts is sponsoring two major international conferences in 1990. One is the Sixth International Conference on Hunting and Gathering Societies (May 28 - June 1, 1990) which brings together anthropologists throughout the world. The other is the Seventh Inuit Studies Conference (August 19 - 23, 1990), which brings together social scientists and Inuit from countries throughout the Circumpolar North. Both events will greatly increase the centrality and prestige of UAF's College of Liberal Arts.

At the same time that the internal strength of the College of Liberal Arts in northern studies is rapidly growing, new external opportunities are also developing. An analysis of research needs in the Arctic social sciences (Arctic Social Science: An Agenda for Action) was published in 1989 by the Committee on Arctic Social Sciences, established by the Polar Research Board. This document describes the underdevelopment of Arctic social science research and identifies important research directions. A search is currently being conducted for a program director for Arctic social sciences at the National Science Foundation, Division of Polar Programs, who will help to stimulate, develop, and secure funding for research in northern social sciences.

The University of Alaska Fairbanks has the opportunity to attain world-class stature in Northern Studies. A few universities, such as the Scott Polar Research Institute in Cambridge and Carleton University in Canada, do offer interdisciplinary Northern Studies programs, but these are small. The Scott Polar Research Institute, for example, emphasizes Antarctica and typically attracts between two and twelve students a year. The program at Carleton University, according to director Kerry Abel, emphasizes Native Studies and attracts only one to two students each year who are interested in northern studies. A graduate Northern Studies program at Lakehead University in Thunder Bay, Ontario, has been proposed but this program is in the early stages of program formulation. Other Canadian universities, such as the University of Alberta at Edmonton, offer a northern studies emphasis in their graduate anthropology degrees but these northern studies programs are, of course, based in the discipline of anthropology and do not have an interdisciplinary policy focus. In the United States, the Center for Northern Studies in Wolcott, Vermont, offers a Master's program in cooperation with other universities, but the graduate program is quite small.

The University of Alaska Fairbanks already enjoys cooperative relationships with some of these programs, such as the anthropology graduate programs at McMaster's, McGill, and the University of Alberta. Efforts are underway to establish cooperative relationships with other programs, particularly the Center for Northern Studies in Wolcott, Vermont and the Scott Polar Research Institute in Cambridge.

With its large number of northern scholars in various disciplines, its potentially large group of graduate students, its geographic location in the North, and its extensive library and museum resources, the University of Alaska Fairbanks has a rare opportunity to create a Northern Studies program of exceptional strength.

VII. RESOURCE IMPACT

The ability of the College of Liberal Arts to launch the Northern Studies graduate program depends on receiving the Northern Studies increment currently in the university budget or on other resources added to the College of Liberal Arts from other budgetary sources.

The Northern Studies program does not have special facilities and space needs. Library and media materials, according to Dennis Stephens, Library Collection Development Officer, with whom this matter has been discussed, are more than adequate.

Faculty with appropriate northern specialties are already available and can teach all the courses described in this proposal. Funds are needed for freeing existing faculty from heavy undergraduate teaching loads so that they can include a northern studies graduate course in their instructional workload. Monies are also needed to support graduate students in teaching assistantships. The large courses in the College of Liberal Arts, which will become even more substantial if the proposed core curriculum is implemented, require the addition of teaching assistants. Students enrolled in the Northern Studies Master's program can help meet this need. Indeed one institutional function of the Northern Studies program will be to provide graduate students who can assist in the teaching of large introductory courses in such areas as history and political science.

The FY91 budget request for the UAF Northern Studies program totals \$200,000 (increments #9 and #10). These budget increments are currently within the regents' priorities.

VIII. RELATION OF PROGRAM TO OTHER PROGRAMS WITHIN THE SYSTEM

A. LACK OF DUPLICATION

The proposed Northern Studies program does not duplicate any other program in the statewide system. We have discussed this program extensively with Lee Gorsuch, Dean of the School of Public Affairs at UAA and Director of the Institute of Social and Economic Research (ISER), to explore possible overlap.

According to Lee Gorsuch, the public administration degree offered by UAA focuses on the tools of public policy analysis and deals with northern issues only as examples. The School of Public Administration does not offer courses in northern studies which focus on the Circumpolar North.

The proposed Northern Studies program, as previously discussed in this proposal, will have a cooperative relationship with the School of Public Administration at UAA and the Institute of Social and Economic Research. This cooperative relationship will increase faculty awareness of the strengths of each institution and expand opportunities for collaborative faculty research. The College of Liberal Arts will be able to draw upon ISER faculty with special strength in economics and the tools of public policy analysis.

B. RELATIONSHIP TO RESEARCH AND SERVICE ACTIVITIES

An important advantage of area studies programs is to bring together faculty with common interests in a region in order to develop interdisciplinary research and to stimulate scholars doing disciplinary research by bringing them in contact with ideas and methods from related disciplines. The proposed Northern Studies

program will increase communication among scholars in history, geography, literature, Native Studies, psychology, economics, anthropology, political science, and justice. Such contact may well result in interdisciplinary research proposals and in higher quality, more innovative research.

1X. IMPLEMENTATION

We expect the Northern Studies program to begin in the fall of 1991. Student recruitment will occur during the spring of 1991. We have already received a number of inquiries from students who participated in our surveys and are strongly interested in the program. A sample letter is attached to this proposal. We plan to recruit students through discussion of the program in university classes, discussions with graduate faculty in the programs which previously indicated interest in such courses for their students, announcements to teachers in the Fairbanks schools, work with the university coordinator of educational programs on the military bases, continued contact with the private and public agencies that have expressed interest in this program, and contacts with colleagues in Northern Studies in other universities in the United States, Canada, Denmark, and Greenland.

Bennett, Wendell C. 1951. Area Studies in American Universities. New York: Social Science Research Council.

Committee on Arctic Social Sciences. 1989. Arctic Social Science: An Agenda for Action. Washington, D.C.: National Academy Press.

Klitgaard, Robert E. 1981. On reviewing international studies. Journal of Higher Education, 52, 124-142.

X. REGENTS GUIDELINES

The proposed Master of Arts in Northern Studies will provide graduate academic study of northern policy issues and the cultural, historical, economic, and political contexts of the Circumpolar North. This graduate program will enable students who live and work in the North to benefit from the northern expertise and research activities of university faculty in the social sciences and humanities, the rich and diverse Alaska and circumpolar collections of the university library and museum, and the ease of access to northern fieldsites created by the geographic location of the University of Alaska Fairbanks. The Northern Studies graduate program will stimulate scholarship and research in the underdeveloped field of Arctic social science and enable the University of Alaska Fairbanks to achieve the world class stature in the social sciences that the university has already achieved in the natural sciences. The Northern Studies graduate program will also provide public service to both agencies and businesses in the North by offering special workshops and seminars which enable both public and private sector personnel to achieve a greater understanding of the problems, policy issues, and opportunities of the Circumpolar North.

The Master of Arts in Northern Studies is a 30-credit interdisciplinary degree program which brings together the disciplines and fields of economics, history, anthropology, psychology, political science, justice, geography, and the humanities in the study of the Circumpolar North. This interdisciplinary program will be focused and integrated through two required introductory seminars, carefully articulated course offerings, and project or thesis work on northern issues. Students will select four additional courses from the nine graduate level social sciences and humanities courses which have been especially developed for this program and which comprise the Northern Studies core. Students will also select two or more additional courses in such areas as northern sciences, northern languages or their professional specialty. A concluding thesis or project will provide students with the opportunity either to do original research on a northern issue or to apply existing knowledge of the Circumpolar North to a problem in their professional fields.

The Northern Studies program will draw a diverse and distinctive group of graduate students who are committed to the North and who will shape the future of the region. Exploratory surveys indicate strong student interest in Northern Studies graduate work. This Master's degree is a classic area studies program which offers a regional specialization to students who want to supplement a traditional disciplinary or professional degree with a deeper understanding of the northern context in which they will apply their specialized knowledge and skills. In addition to traditional graduate students, the Northern Studies program will attract mid-career professionals who are already engaged in work in a northern environment and who are seeking a broader perspective on immediate problem issues; teachers who are teaching Alaska Studies or who want to make such subjects as history and geography more interesting and relevant to their students; military officers from Ft. Wainwright and Eielson Air Force Base who want a graduate program relevant to their responsibilities to maintain military preparedness in the Circumpolar North; and International students from the North. Particular offerings, such as a proposed special topics course on the Soviet

North, will be of great interest to business people and agency personnel who are increasing their relationships with the Soviet Union.

The Northern Studies graduate program will also provide important support to other graduate programs at the University of Alaska Fairbanks. Faculty in such fields as engineering and fisheries emphasize that their students are well-prepared in a scientific or technical specialty but are unprepared to work in the political and cultural context of the North. The Northern Studies graduate program has particular importance to the Master's program in natural resources management where a recent curriculum review has emphasized the need for the type of social and economic coursework that the Northern Studies program will provide.

The University of Alaska Fairbanks has the opportunity to attain international stature in Northern Studies. No other institution in Alaska offers such a graduate program. Northern Studies programs at other universities tend to be small or have other emphases, such as Native Studies. The proposed Northern Studies graduate program at the University of Alaska Fairbanks will possess the critical mass of both faculty and students necessary to make a significant contribution to northern scholarship and policy debate.

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)

=====


The UAF Faculty Senate moves to refer to the Faculty Affairs committee the proposed policy and regulation on intellectual properties. The committee will include in their deliberations the following concerns expressed by Graduate Council.

The UAF Faculty Senate moves to recommend approval of the proposed policy and regulation on intellectual properties with the following comments:

1. Section B.2. says the University President may appoint an Intellectual Property Officer, but Section B.3. says the Intellectual Property Committee will be composed of the Intellectual Property Officer and five faculty members. This inconsistency should be clarified.
2. Section C.1. says that exemptions to assign inventions and patents to the university may be authorized but it is not clear who will authorize the exemptions. This should be clarified.
3. In Section C.3., it is recommended that the chart showing the share distribution of net royalty proceeds be moved up in the paragraph, to just after the sentence which ends with ". . . as shown below."
4. Concern was expressed about the share of royalty income allocated to the inventor; an increase in the inventor's share would provide further incentive.
5. Concern was stated about the title "Intellectual Property Officer" being an odd expression.
6. The Graduate Council recommends that the policy be adopted, with the proviso that it be funded within current fiscal and administrative resources and personnel.

EFFECTIVE: Immediately

RATIONALE: This motion allows for the Senate to disseminate this proposal more widely throughout the faculty.

 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

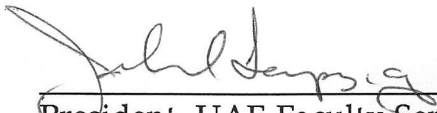
MOTION PASSED (with 1 nay)

=====

The UAF Faculty Senate moves to refer to Curricular Affairs for further review the Board of Regents' statement of intent regarding credit transfer.

EFFECTIVE: Immediately

RATIONALE: Curricular Affairs has been concentrating on policy items regarding implementation of the new UAF core curriculum which has prevented the committee from addressing other issues, such as the BOR statement of intent regarding credit transfer.

 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)

=====

The UAF Faculty Senate moves to confirm the incoming membership of the University-wide Promotion and Tenure Committee as follows:

Susan Henrichs (93)
Associate Professor, Marine Sciences
School of Fisheries and Ocean Sciences


Rainer Newberry (91)
Associate Professor, Geology
College of Natural Sciences

Ruiz Anne Rozell (93)
Associate Professor, Culinary Arts
School of Career and Continuing Education

Dennis Stephens (93)
Associate Professor, Library Science
College of Liberal Arts

EFFECTIVE: Immediately

RATIONALE: The University-wide Promotion and Tenure Committee is composed of nine members, serving staggered three-year terms. The Senate must confirm the three new members, who were elected by faculty in their respective school. Also, Claron Hoskins, CNS representative, resigned from the committee, and his replacement requires confirmation.

 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

MOTION PASSED (unanimous approval)

=====


The UAF Faculty Senate moves to amend Section 3 (ARTICLE V: Committees) E., PERMANENT, 7. of the Bylaws as follows:

(()) = deletion
CAPS = addition

7. The Legislative AND FISCAL Affairs Committee will follow LEGISLATIVE AND FISCAL issues which may impact faculty concerns at the university and will act as a faculty advocate with legislators and candidates.

EFFECTIVE: Immediately

RATIONALE: The Senate needs to be kept informed of University budget matters. As the Legislative Affairs Committee is already tracking budget issues through its work with legislative items, adding budget responsibilities to this committee's charge is more efficient than establishing a new committee.

 10-16-90

President, UAF Faculty Senate Date

ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #21 on October 15, 1990:

RESOLUTION PASSED (unanimous approval)

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The UAF Faculty Senate moves to endorse the recommendations of the Ad Hoc Committee on Quality Review of Programs.

Committee Members:

F.M. Husby, SALRM, Chair
John Daly, SCCE
John Olson, CNS
John Whitehead, CLA
Nag Rao, CRA

This committee agrees with the concept of a formal external evaluation of program quality in the University of Alaska System but feels that the present form of the document needs some additional statements to broaden the scope of review and to address some concerns of the faculty.

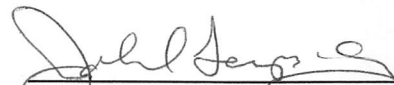
As presented, the document needs both clarification and direction before implementation and action. Prior to further input by the faculty, the document should be written as a policy statement to represent the whole University of Alaska system. Minor details should be omitted from the policy statement (i.e., item D., sentence 2 "given a list of questions" approved by the Board of Regents) but implemented later by members of the specific campus or unit administration and faculty senate.

The policy statement should include:

1. The need for the initial evaluation to be of the statewide system (including statewide administrative structure) to review structure, program duplication and the need for program development.
2. A review that covers the three campuses as one system and then each campus and its individual program structure.
3. Retain options for individual campuses, units and faculty senate to be actively involved in selecting the review boards or accrediting bodies.
4. Specify the groups or individuals that will be responsible for the final decision to accept or reject the evaluation.

In addition to the above, concern was expressed as to the frequency and cost of reviews. The university budget should include an increment for the cost of bringing

in outside accrediting boards from other than the unit under evaluation. The frequency of reviews would also increase the cost to the university system. The Board of Regents and administration should be aware of all potential long term costs to the system prior to accepting or rejecting an evaluation that would create major budget demands.



President, UAF Faculty Senate

10-16-90

Date